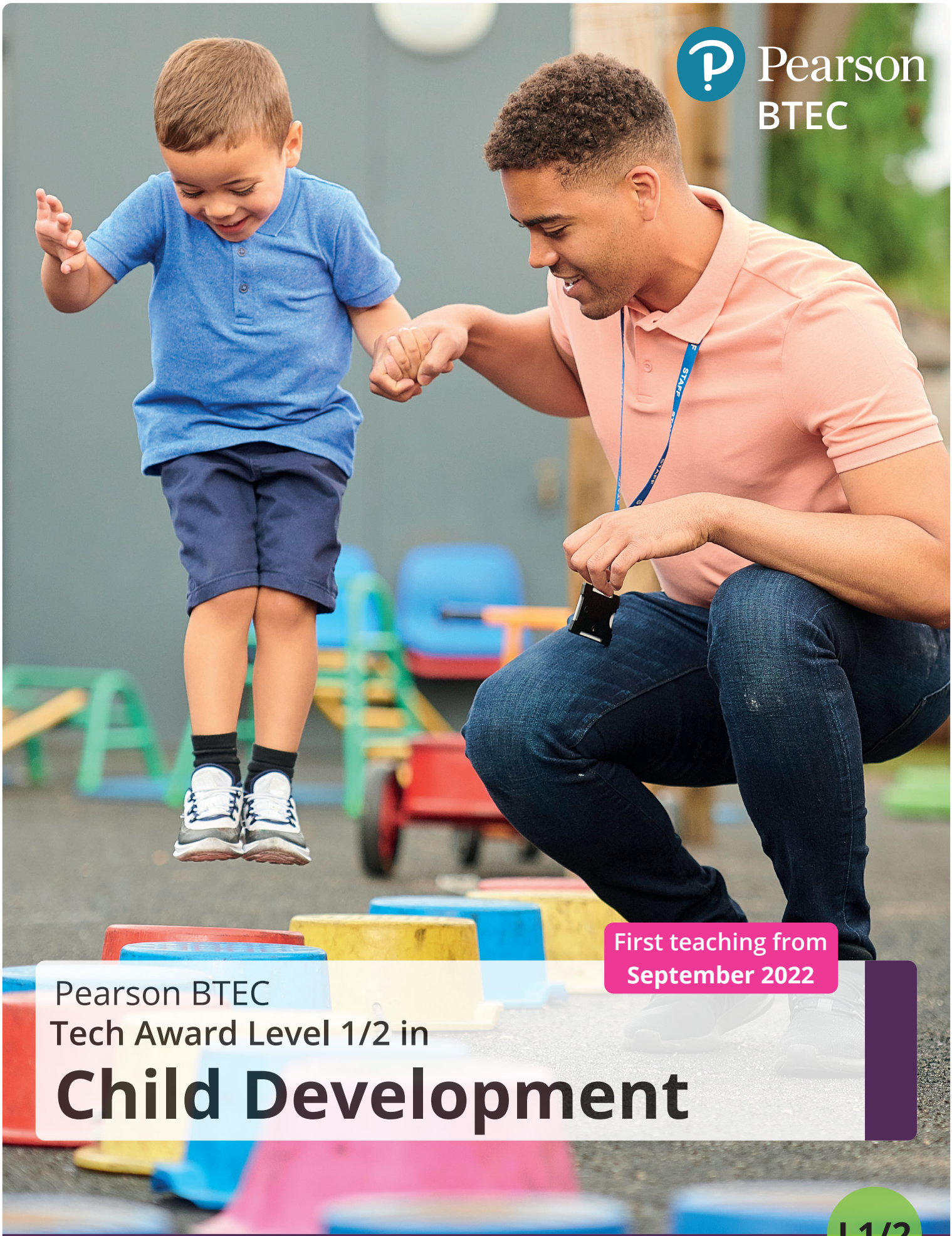

Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Child Development

L1/2

Specification

Qualification No: 603/7058/0 *First teaching from September 2022*

Issue 3

Pearson BTEC Level 1/Level 2 Tech Award in Child Development

Specification

Qualification number: 603/7058/0

First teaching September 2022

Issue 3

About Pearson

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This specification is Issue 3. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Pearson BTEC Tech Awards – introduction

About the BTEC Tech Award suite

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building applied knowledge and skills and motivating learners to engage fully with challenging study. There are many progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

About recognition as Department for Education technical awards

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific applied knowledge and skills through realistic vocational contexts. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

About the child development sector

The early years sector focuses on the learning, development and care of children in the UK, there were approximately 1.7 million Ofsted registered childcare places for children offered by many different types of early years settings in England in 2019, ranging from childminders and nannies to nurseries, crèches and preschools. Knowledge of child development is important in a variety of occupations outside of childcare and teaching, for example, in healthcare roles such as paediatricians, psychologists, occupational therapists, and speech and language therapists.

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development Specification Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
Section 3: third paragraph, 'internal verifiers' has been changed to 'Programme Leads' and responsibility for the programme has been separated between delivery and quality assurance.	Page 7
We have amended the release dates for the Pearson-set assignments.	Pages 17, 33
Section 5: Internal Standardisation, guidance on retention of evidence of internal standardisation activities has been clarified. Moderation, guidance on the purpose of moderation has been clarified and the requirement for evidence of internal standardisation has been removed.	Pages 57, 58

Summary of Pearson BTEC Level 1/Level 2 Tech Award in Child Development Specification Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
In *Component 3: Supporting Children to Play, Learn and Develop* the table under *Key terms typically used in assessment* section has been amended to remove Key words/Command verbs that will not be used in assessments and the definitions have been corrected to be in line with the Sample Assessment Materials.	Page 51
In Section 5 *Non-exam internal assessment* under *Marking Pearson-set Assignments* a new sentence was added regarding the Assessment Record Sheet. Under *Internal standardisation* a new sentence was added stating that Pearson will supply standardisation materials.	Pages 55, 57
In Section 10 *Resources and support* under *Training and support from Pearson* a new bullet point was added to state that Pearson Quality Advisors can support with all quality assurance related aspects of the programme.	Page 73

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1 Pearson BTEC Level 1/Level 2 Tech Award in Child Development – purpose

Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development (603/7058/0) is for learners who want to acquire sector-specific applied knowledge through vocational contexts by planning, developing and adapting play opportunities suitable for young children across five areas of development as part of their Key Stage 4 learning. The qualification recognises the value of learning applied knowledge and vocational attributes to complement GCSEs. The qualification will broaden learners' experience and understanding of the varied progression options available to them.

What does the qualification cover?

The Tech Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning. In a practical learning environment, learners will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children's development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children's learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children's play, learning and development.

This Tech Award complements the learning in GCSE programmes such as GCSE English and GCSE Psychology. It is a practical introduction to the application of play opportunities for the learning and development of children in a variety of environments.

What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects

- study of a vocational qualification at Level 3, such as a BTEC Level 3 National in Children's Care, Learning and Development or a vocational qualification in a related sector such as a BTEC Level 3 National in Health and Social Care. These qualifications prepare learners to enter employment or apprenticeships, or for a move to higher education to study a degree in early childhood, childhood and youth areas or in related sectors such as nursing and social care.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 through a technical qualification, such as the Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant). Learners who perform well in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the early years sector
- study at Level 2 post-16 in a range of technical routes designed to lead to work, progression to employment via apprenticeships or further study at Level 3.

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2 Structure

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Child Development has:

- Total Qualification Time: 158 hours
- Guided Learning Hours: 120 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the components.

Components

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Child Development				
Component number	**Component title**	**GLH**	**Level**	**How assessed**
1	Children's Growth and Development	**36**	**1/2**	Internal
2	Learning Through Play	**36**	**1/2**	Internal
3	Supporting Children to Play, Learn and Develop	**48**	**1/2**	External Synoptic

The three components focus on the assessment of applied knowledge and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

Assessment

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of children's development, and the importance of play.

Internal assessment – externally moderated

Components 1 and 2 are assessed through non-exam internal assessment. The non-exam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of the key features of children's growth and development, and factors that can affect how children make progress between the ages of birth to five years old
- the development and application of practices, such as using play opportunities to benefit children's learning and development.

Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson.

For each component new assignments are released twice a year through the secure area of our website. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; centres must ensure that they are using the current series' assignment to assess their learners. Centres must use these assignments for summative assessments and the assignments must be completed under supervised conditions.

Centres will mark the completed assignments using the descriptors in the marking grid given in each component. Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 working days.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that assessment series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements. For further information on the design of the assignments, retakes and the approach to marking, see *Section 5: Non-exam internal assessment*.

Component	Description of Pearson-set Assignment	Window for assessment
Component 1: Children's Growth and Development	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**
Component 2: Learning Through Play	Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 6 hours of supervised assessment. 60 marks.	**December/January and May/June from 2023 onwards**

External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and applied to realistic contexts.

Component 3: Supporting Children to Play, Learn and Develop requires learners to demonstrate their knowledge and understanding of child development by considering how individual circumstances across the five areas of development affect a child's ability or capacity to learn through play and meet expected development milestones. They will apply their knowledge of techniques and practices to adapt activities to meet the individual circumstances that children may experience to ensure that all children play, learn and develop.

Some examples of how learners could select and apply their learning include:

- drawing on Component 1 when considering how internal and external influences could affect a child's learning and development
- drawing on Component 2 when planning activities to support children with additional needs to join in with play activities, learn and develop.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a written assessment that require learners to demonstrate that they can identify and use effectively an appropriate selection of practices, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment during their programme by taking a new assessment. However, as this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This component should be delivered and assessed at the end of the course of study.

Component	Description of external assessment	Assessment
Component 3: Supporting Children to Play, Learn and Develop	External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 2 hours within the period timetabled by Pearson. 60 marks.	**January/ February and May/June from 2024 onwards**

Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9: Administrative arrangements.*

Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Non-exam internally-assessed components are assessed using a mark-based scale. Centres report marks which will be submitted for moderation. The externally-assessed component is marked externally by Pearson.

All components are awarded on a six-point grade scale from Level 1 Pass to Level 2 Distinction. Learners will receive a Uniform Mark for each component.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8: Final grading and awarding* for more information on the approach we are using to grade qualifications.

3 Components

Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, Programme Leads and other staff responsible for the delivery and quality assurance of the programme read and digest this section.

Internal assessment – externally moderated

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Learning outcomes	These define the scope of the knowledge and skills that a learner will acquire in the component.
Teaching content	This states the knowledge and skills that must be taught. All content is mandatory. Centres should ensure that delivery of content is kept up to date. Some of the components within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver.
Suggestions for delivery	This gives you guidance on how you may choose to approach delivery of the components in the qualification.
Component assignment	This gives a description of the assignment for the component and how it should be delivered.

Section	Explanation
Component marking grid	The marking grid details the descriptors across the four mark bands that teachers/assessors will use to determine the marks to be awarded to learners' assignment evidence.
Resource requirements	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see *Section 10: Resources and support*.

Externally-assessed components

Section	Explanation
Component in brief	This is a brief description of the content of the component. It can be used in summary documents, brochures, etc.
Component introduction	This is designed with learners in mind. It indicates why the component is important and how learning is structured. It might be applied when progressing to further study.
Summary of assessment	This sets out the type of external assessment used and the way it is used to assess achievement.
Assessment objectives	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
Essential content	This gives the content that must be taught for the external assessment. Content will be sampled through the external assessment over time.

Component 1: Children's Growth and Development

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will investigate the factors affecting growth and development of children from birth to five years old.

Introduction

Young children develop skills and abilities at different rates, although they usually follow the same pattern of development. This component will develop your knowledge and understanding of children's growth and development across five areas of development – physical, intellectual and cognitive, communication and language, social and emotional.

In each area, there are typical patterns of development for children of different ages. These patterns are sometimes referred to as milestones. Family, health professionals and early years practitioners are all responsible for monitoring and checking whether a child's growth and development meets expected patterns of development, or milestones. It is important to recognise that there are physical, environmental, social and financial factors that can have an impact on a child's development.

In this component, you will develop transferable skills, such as research skills and written communication skills, which will support your progression to Level 2 or 3 vocational and academic qualifications.

Learning outcomes

A Understand the principles of growth and development

B Understand how factors impact on children's overall development.

Teaching content

Learning outcome A: Understand the principles of growth and development

A1 Understand how and why growth is measured

Learners will know how growth is measured, and the individuals involved in measuring growth. They will understand the importance of measuring growth.

- Definition of growth – changes to physical size, the skeleton, muscles and the brain, children's height, weight and head circumference.
- How growth is measured and recorded:
  - Personal Child Health Record (PCHR) 'Red Book' tracks progress/records immunisations
  - centile charts track height and weight
  - parents'/carers' own records
  - two-year-old health check
  - National Child Measurement Programme (NCMP) for 4–5-year-old children.
- Roles and responsibilities of individuals involved in measuring and monitoring growth, to include:
  - health professionals – midwives, health visitors, General Practitioner (GP)
  - social care – social workers, family support workers
  - early years educators – childminder, nursery manager, key person
  - parents/carers.
- Importance of measuring growth:
  - ensures expected patterns are being followed to highlight potential issues at an early stage
  - steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness
  - centile charts show average weight and height gain for children at different ages – 6–9 months rapid weight gain, 1–2 years slower weight gain as child is more active, over 2 years height and weight is measured to check if child is overweight or underweight and advice given on diet and physical activity.

A2 The principles of development

Learners will understand the principles of development.

- The skills and knowledge gained by a child over time.
- Children acquire skills at varying rates in different areas of development.
- Milestones, sometimes called developmental norms, indicate the expected stage of development the child may meet at a particular age.
- Identifying current milestones and stage of development, identifying milestones and how they support progression to the next stage of development.
- Holistic development – how different areas of development impact on each other and affect overall development.

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A3 Development across ages of birth to 18 months

Learners will explore different stages of development that children aged from birth to 18 months would typically meet across the five areas.

- Physical development – gross motor skills: large movement of limbs; fine motor skills: movement of fingers, developing hand-eye coordination:
  - sequence of development from head to foot, inward to outward; from reflexes to control of body and movement
  - infant reflexes – rooting and sucking, startle reflex, grasping reflex, walking reflex
  - 3 months – reflexes disappear, lifts head and shoulders, watches fingers move
  - 6 months – rolls and turns, sits with support, holds a toy in whole hand
  - 9 months – sits, crawls, stands, passes a toy from one hand to the other, drinks from a cup with help
  - 12 months – walks with one hand held, picks up small objects with finger and thumb, independent in finger feeding
  - 15 months – first steps walking alone, grasps crayon in either hand and scribbles.
- Cognitive and intellectual development – thinking and learning development of information processing, memory, problem-solving skills:
  - development of the senses – sight, sound, touch, taste and smell
  - 3 months – increasing attention span, recognises familiar routines
  - 6 months – recognises familiar objects and people, responds to pitch and tone of carer's voice, explores objects with hands and mouth, weaning onto solid food
  - 9 months – recognises and smiles at own face in a mirror, looks for a dropped toy, enjoys peekaboo, songs and rhymes
  - 12 months – knows own name, imitates actions (claps hands, waves goodbye).
- Communication and language development – speaking, listening and understanding:
  - development of speech sounds and language, listening and attention, social skills
  - baby – cries in expressive ways for needs to be attended to
  - 6 weeks – smiles
  - 3 months – stops crying when picked up, coos, turns head to familiar adult voice
  - 6 months – babbling sounds, laughs and giggles, vocalises in turn with an adult
  - 9 months – tuneful babbling: baba, dada, mama, joins in actions of pat-a-cake
  - 12 months – first words, points to things they want, copies sounds, understands simple words and two-word instructions
  - 15 months – vocabulary increases, usually names of familiar things and people.
- Social development – development of secure, positive relationships with others:
  - 3 months – responds with pleasure to loving attention, enjoys being held
  - 6 months – distinguishes familiar people and strangers
  - 9 months – may cry when familiar carers are not near
  - 12 months – enjoys interactive games like peekaboo
  - 15 months – interested and watches other children playing.

- Emotional development – developing trust, independence and emotional resilience:
  - babies attract attention of caregivers by crying, turning their head, smiling and giggling as their needs are met, babies develop a bond of trust with their carer
  - 3 months – shows enjoyment in caring routines
  - 6 months – prefers to be near familiar caregiver, recognises different emotions
  - 9 months – wary of strangers, develops specific attachments to familiar people
  - 12 months – curious about what is around them, explores toys and objects
  - 15 months – beginning to develop independence from primary carer in relation to self-care routines, shows jealousy if adults give attention to other children.

A4 Development across ages of 18 months to three years

Learners will explore different stages of development that children aged from 18 months to three years would typically meet across the five areas.

- Physical development – locomotion and hand-eye coordination:
  - 18 months – walks steadily and stops safely, climbs stairs with hand held, can ride a balance bike and sit-and-ride toys
  - 2 years – runs safely, throws a ball, walks up and down stairs one foot to each step, holds a chunky pencil or crayon in their preferred hand and draws circles and lines that go up and down
  - 2 years, 6 months – jumps from a small step, kicks a large ball without control, copies lines.
- Cognitive and intellectual development – thinking and learning:
  - 18 months – knows names and can point to parts of the body, very curious, remembers where things belong
  - 2 years – recognises pictures in a book, enjoys simple make-believe play
  - 2 years, 6 months – knows own full name, asks the name of people and objects.
- Communication and language development – speaking, listening and understanding:
  - 18 months – says words, gestures, understands more, repeats what adults say
  - 2 years – says over 50 words, joins two words together, enjoys books
  - 2 years, 6 months – says 200 words, learns new words rapidly, says simple sentences.
- Social development – development of secure, positive relationships with others:
  - 18 months – understands 'you' and 'my' and 'mine', imitates household tasks
  - 2 years – can undress and dress with help, toilet training, more independent
  - 2 years, 6 months – eats with a spoon, plays with other children, not sharing toys.
- Emotional development – developing trust, independence and emotional resilience:
  - 18 months – mood swings from dependence to independence, beginning to show empathy
  - 2 years – demand needs are met immediately, cannot wait for attention, tantrums if frustrated but can be distracted
  - 2 years, 6 months – develops self-identity, learning to cope with emotions and strong feelings, tests boundaries set by adults.

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A5 Development across ages of three to five years

Learners will explore different stages of development that children aged three to five years would typically meet across the five areas.

- Physical development – developing locomotion and balance:
  - 3 years – walks on tip-toe, balances on one foot, rides a tricycle using pedals, throws, catches a ball with arms stretched out and kicks a large ball with control, holds a pencil between thumb and two fingers, cuts paper with scissors
  - 4 years – runs and avoids obstacles, good balance when walking along a line, holds a pencil like an adult and copies letters, draws a recognisable person
  - 5 years – runs, climbs, skips, hops, enjoys ball games, good pencil control.
- Cognitive and intellectual development – thinking and learning:
  - 3 years – matches and names colours, sorts objects into simple categories, understands time passing – yesterday, today, tomorrow, can make marks on paper to represent writing
  - 4 years – counts up to 10, repeats songs and nursery rhymes, some simple problem solving with toys and games
  - 5 years – concentrates longer, writes own name, recognises own name in books, can do simple sums, interested in reading and writing.
- Communication and language development – speaking, listening and understanding:
  - 3 years – clear speech, asks why, uses personal pronouns and plurals correctly, can listen to stories, can understand most instructions
  - 4 years – talks about past and future, tells stories, enjoys jokes, asks questions, listens intently when interested
  - 5 years – fluent speech, grammatically correct, can understand a wider range of vocabulary, can understand complex instructions.
- Social development – development of positive relationships with others outside the family:
  - 3 years – plays with other children, beginning to take turns and share toys
  - 4 years – shows sensitivity to others, likes to be independent, sense of humour
  - 5 years – chooses own friends, understands need for rules, enjoys team games.
- Emotional development – developing trust, independence and emotional resilience:
  - 3 years – can wait for needs to be met, more co-operative, uses language to express feelings and make requests
  - 4 years – confident and self-assured to be able to feed self, dress and undress, wash and dry hands and face, clean teeth, turns to adults for comfort when hurt or ill
  - 5 years – close friendships, learns to cope with emotions and bounce back when disappointed, understands social rules but may need an adult to sort out conflicts.

Learning outcome B: Understand how factors impact on children's overall development

Learners will explore the different factors that can affect a child's growth and development from birth to five years old. Different factors will have an impact on different aspects of growth and development. Learners will consider the positive and negative impact of these factors on child development.

B1 Physical factors

- Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise, effects of parental smoking, drug or alcohol use, premature/low birth weight.
- Disabilities/additional needs – hearing impairment, visual impairment, cerebral palsy, Down's syndrome.
- Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity.
- Benefits of healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet.
- Amount of exercise.

B2 Environmental factors

- Housing – positive aspects of housing (warm, dry, own space); experiencing housing needs (damp housing, overcrowding), temporary accommodation, access to garden, space to play.
- Home environment – stable support from parents, contact with extended family, living with parental conflict, parents' mental or physical health, effects of exposure to drugs, alcohol or smoking.

B3 Social factors

- Effects of discrimination (disability, race, home situation).
- Effects of relationships with primary carers (parents/carers, early years practitioners), quality of warmth, affection and attention received.
- Effects of siblings – new baby, number of siblings, no siblings, step-siblings.
- Effects of relationships with extended family and friends – grandparents, step-relatives, aunts and uncles, close friends.

B4 Financial factors

- Low income – poverty, unemployed families, more contact with parents, food banks, free school meals, funding for childcare (vouchers).
- High income – parental pressure of work, less contact with parents, extra resources and toys, extra opportunities, experience of travel.
- Access to services – health services (dentist, health visitor), early years education (preschool, nursery) and experiences (parent and baby singing groups, sports clubs, parent and tots groups).

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Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of children's growth and development and the factors that affect it.

You may choose to deliver this component alongside Component 2.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of growth and development of a child of a given age.
- In response to Task 2, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.
- In response to Task 3, learners will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study.

The assignment will take approximately 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Growth and development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • a **few** expected milestones relevant to the area of development and age of child in the case study • a **superficial** account of how to measure the child's growth; the information given has **little relevance** to the given age • a **superficial** account of the role and responsibilities of individuals involved; the information given has **little relevance** to the given age • **simplistic reasoning** for the importance of measuring and monitoring growth; the information given has **little relevance** to the given age.	**Adequate** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **some** expected milestones relevant to the area of development and age of child in the case study • a **partially detailed** account of how to measure the child's growth; the information given has **some relevance** to the given age • a **partially detailed** account of the role and responsibilities of individuals involved; the information given has **some relevance** to the given age • **partially developed reasoning** for the importance of measuring and monitoring growth with involved; the information given has **some relevance** to the given age.	**Good** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **most** expected milestones relevant to the area of development and age of child in the case study • a **mostly detailed** account of how to measure the child's growth; the information given is **mostly relevant** to the given age • a **mostly detailed** account of the role and responsibilities of individuals involved; the information given **is mostly relevant** to the given age • **mostly developed reasoning** for the importance of measuring and monitoring growth; the information given **is mostly relevant** to the given age.	**Comprehensive** knowledge and understanding of growth and development relevant to the given age. Evidenced through: • **all** expected milestones relevant to the area of development and age of child in the case study • a **fully detailed** account of how to measure the child's growth; the information given is **fully relevant** to the given age • a **fully detailed** account of the role and responsibilities of individuals involved; the information given is **fully relevant** to the given age • **well-developed reasoning** for the importance of measuring and monitoring growth; the information given is **fully relevant** to the given age.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the two given areas of development. Evidenced through: • a **few** expected milestones relevant to the areas of development and the age of child • a **few** next immediate milestones relevant to the areas of development and the age of child. **Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **simplistic reasoning** for the progression from one milestone to the next with **few accurate** links made between the relevant expected and next immediate milestones.	**Adequate** knowledge and understanding of the two given areas of development. Evidenced through: • **some** expected milestones relevant to the areas of development and the age of child • **some** next immediate milestones relevant to the areas of development and the age of child. **Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **partially developed reasoning** for the progression from one milestone to the next with **partially accurate** links made between the relevant expected and next immediate milestones.	**Good** knowledge and understanding of the two given areas of development. Evidenced through: • **most** expected milestones relevant to the areas of development and the age of child • **most** next immediate milestones relevant to the areas of development and the age of child. **Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **mostly developed reasoning** for the progression from one milestone to the next with **mostly accurate** links made between the relevant expected and next immediate milestones.	**Comprehensive** knowledge and understanding of the two given areas of development. Evidenced through: • **all** expected milestones relevant to the areas of development and the age of child • **all** next immediate milestones relevant to the areas of development and the age of child. **Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **well-developed reasoning** for the progression from one milestone to the next with **fully accurate** links made between all the relevant expected and next immediate milestones.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development **Learning outcome B: Understand how factors impact on children's overall development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **one** factor is accurately selected from the case study • a **superficial** account of how the factors could impact on the child's overall development, **with little clarity in the links** made between the factors and relevant areas of development.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **two** factors are accurately selected from the case study • a **partially detailed** account of how the factors could impact on the child's overall development, **making partially clear links** between the factors and relevant areas of development.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **three** factors are accurately selected from the case study • a **mostly detailed** account of how the factors could impact on the child's overall development, **making mostly clear links** between the factors and relevant areas of development.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **four** factors are accurately selected from the case study • a **fully detailed** account of how the factors could impact on the child's overall development, **making clear links** between the factors and relevant areas of development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Children's development and factors affecting development *(continued)* Learning outcome B: Understand how factors impact on children's overall development				
No rewardable material	A **limited** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **simplistic argument** on which factor has the most influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning** • a **simplistic argument** on which factor has the least influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning**.	An **adequate** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **partially developed argument** on which factor has the most influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning** • a **partially developed argument** on which factor has the least influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning**.	A **good** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **mostly developed argument** on which factor has the most influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning** • a **mostly developed argument** on which factor has the least influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning**.	A **comprehensive** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **well-developed argument** on which factor has the most influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning** • a **well-developed argument** on which factor has the least influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning**.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development **Learning outcome A: Understand the principles of growth and development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the two given areas of development. Evidenced through: • a **few** expected milestones relevant to the areas of development and the age of child • a **few** next immediate milestones relevant to the areas of development and the age of child. **Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **simplistic reasoning** for the progression from one milestone to the next with **few accurate links** made between few of the relevant expected and next immediate milestones.	**Adequate** knowledge and understanding of the two given areas of development. Evidenced through: • **some** expected milestones relevant to the areas of development and the age of child • **some** next immediate milestones relevant to the areas of development and the age of child. **Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **partially developed reasoning** for the progression from one milestone to the next with **partially accurate links** made between some of the relevant expected and next immediate milestones.	**Good** knowledge and understanding of the two given areas of development. Evidenced through: • **most** expected milestones relevant to the areas of development and the age of child • **most** next immediate milestones relevant to the areas of development and the age of child. **Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **mostly developed reasoning** for the progression from one milestone to the next with **mostly accurate links** made between most of the relevant expected and next immediate milestones.	**Comprehensive** knowledge and understanding of the two given areas of development. Evidenced through: • **all** expected milestones relevant to the areas of development and the age of child • **all** next immediate milestones relevant to the areas of development and the age of child. **Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **well-developed reasoning** for the progression from one milestone to the next with **fully accurate links** made between all the relevant expected and next immediate milestones.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development **Learning outcome B: Understand how factors impact on children's overall development**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the two given areas of development. Evidenced through: • **one** factor is accurately selected from the case study • a **superficial** account of how the factors could impact on the child's overall development, **with little clarity in the links** made between the factors and relevant areas of development.	**Adequate** application of knowledge and understanding of the two given areas of development. Evidenced through: • **two** factors are accurately selected from the case study • a **partially detailed** account of how the factors could impact on the child's overall development, **making partially clear links** between the factors and relevant areas of development.	**Good** application of knowledge and understanding of the two given areas of development. Evidenced through: • **three** factors are accurately selected from the case study • a **mostly detailed** account of how the factors could impact on the child's overall development, **making mostly clear links** between the factors and relevant areas of development.	**Comprehensive** application of knowledge and understanding of the two given areas of development. Evidenced through: • **four** factors are accurately selected from the case study • a **fully detailed** account of how the factors could impact on the child's overall development, **making clear links** between the factors and relevant areas of development.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Children's development and factors affecting development *(continued)* Learning outcome B: Understand how factors impact on children's overall development				
No rewardable material	A **limited** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **simplistic argument** on which factor has the most influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning** • a **simplistic argument** on which factor has the least influence on development that shows **little clarity in links** to the relative impacts of the factors and is supported by **little logical reasoning**.	An **adequate** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **partially developed argument** on which factor has the most influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning** • a **partially developed argument** on which factor has the least influence on development that shows **partially clear links** to the relative impacts of the factors and is supported by **partially logical reasoning**.	A **good** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **mostly developed argument** on which factor has the most influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning** • a **mostly developed argument** on which factor has the least influence on development that shows **mostly clear links** to the relative impacts of the factors and is supported by **mostly logical reasoning**.	A **comprehensive** judgement of the impact and importance of the selected factors on the child's development. Evidenced through: • a **well-developed argument** on which factor has the most influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning** • a **well-developed** argument on which factor has the least influence on development that shows **clear links** to the relative impacts of the factors and is supported by **logical reasoning**.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

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Resource requirements

There are no essential resource requirements for this component.

Component 2: Learning Through Play

Levels: 1/2
Assessment type: Internal, externally moderated
Guided learning hours: 36

Component in brief

Learners will develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

Introduction

Play can be enjoyable and motivating for children of all ages, it is important in helping children to learn new skills and gain knowledge. Between birth and five years old, children play in different ways so it is essential that they are given play opportunities that challenge them and engage them in learning new skills.

In this component, you will look at the different stages of play and types of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning. You will look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. You will learn how specific activities and resources can promote learning across the five areas of development.

In this component you will develop an understanding of the theory and practices to plan activities that encourage children to learn and develop. Being confident in planning activities that benefit children's learning and development is a highly regarded skill in the early years sector. The component will support your progression onto higher level courses, work experience or an apprenticeship.

Learning outcomes

A Understand how children play

B Understand how children's learning can be supported through play.

Teaching content

Learning outcome A: Understand how children play

A1 Stages of children's play

Learners must understand that children at different ages and stages of development have different play needs.

- Unoccupied play, birth–3 months: baby makes movements with arms, legs, hands, feet, learning and discovering how their body moves.
- Solitary play, birth–2 years: a child plays alone, not yet interested in playing with others.
- Spectator/onlooker play, 2 years: a child watches other children play but does not play with them.
- Parallel play, 2+ years: a child plays alongside or near others but does not play with them.
- Associative play, 3–4 years: a child starts to interact with others during play but there is not a large amount of interaction at this stage; a child might be doing an activity related to the children around him, but might not actually be interacting with another child.
- Co-operative play, 4+ years: a child interacts fully with others and has interest in both the activity and other children involved, they create their own rules.

A2 Types of play

Learners must understand the different types of children's play that can be offered.

- Locomotor play – any type of physical activity using gross motor skills – enjoying movement for movement's sake.
- Creative play – freedom to explore resources, altering something and making something new, trying out new ideas.
- Sensory play – using the senses to explore, to discover the texture and function of things.
- Imaginative play – when children pretend in some way, act out their experiences or things they have heard about/seen, role play, small world play.
- Symbolic play – using objects, actions or ideas to represent other objects, actions, or ideas.
- Technological/investigative – use of IT equipment, maths equipment, science equipment.
- Construction – using resources to build or join things, to create something new.

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Learning outcome B: Understand how children's learning can be supported through play

Learners will consider how learning through play can occur during planned activities in the following environments: at home, in day nurseries, school nurseries, preschools, reception school classes, community-based groups, after-school clubs. Learners will need to consider and plan play opportunities and activities for individual children and small groups of children.

B1 Physical play

- Learning through physical play:
  - spatial awareness – eye coordination, foot and leg coordination, hand-eye coordination
  - activities to stay healthy
  - how to take care of yourself and self-care
  - gross motor skills – body management, strength, bodily coordination
  - fine motor control – accuracy and manipulation of objects.
- Activities and resources for physical play and learning:
  - role play of home-life situations
  - food preparation, snack times, handwashing
  - bat and ball games
  - tricycles, bicycles, sit-and-ride toys
  - climbing frames, swings, slides
  - creative activities – crayons, pens, paint brushes, paper, scissors, plastic needles, threads, beads
  - playdough, sand and water activities
  - construction toys
  - baby gyms, push along toys, rattles.

B2 Cognitive/intellectual play

- Learning promoted through cognitive/intellectual play:
  - problem-solving skills
  - creativity
  - use of imagination
  - listening and attention skills
  - numeracy skills
  - exploration of environments inside and outside
  - confidence using technology
  - understanding of others' experiences – cultural experiences, religious festivals.
- Activities and resources to support cognitive and intellectual play and learning:
  - counters, weights, play money
  - shape sorters, puzzles, matching-pair card games
  - trips and visits
  - digging and building
  - computer games, apps, PCs, tablets
  - writing – wipe boards
  - small-world toys.

B3 Communication and language play

- Learning through communication and language play:
  - listening skills – including refining speech sounds through interaction with others
  - the process of following instructions
  - vocabulary and literacy skills, including speaking and questioning skills
  - how to express and discuss feelings appropriately
  - having conversations with other children/adults.
- Activities and resources to support communication and language play and learning:
  - books – lift-the-flap books, textured, stories, talking books, story sacks
  - role play
  - nursery rhymes, songs, dances
  - listening/action games.

B4 Social play

- Learning though social play:
  - development of friendships and relationships – build bonds, trust, emotional support networks
  - sharing, turn-taking, compromise.
- Activities and resources to support social play and learning:
  - team games and activities
  - group activities such as gardening, mud kitchen
  - role play
  - board games.

B5 Emotional play

- Learning through emotional play:
  - expression of feelings, including teaching children how to self-manage feelings and behaviours
  - promote independence
  - improve self-confidence, self-esteem and self-awareness
  - build on relationships.
- Activities and resources to support emotional play and learning:
  - puppets and dolls
  - role-play activities
  - emotion faces, 'how I feel today' mirrors
  - circle time/carpet time.

B6 How play can be organised to promote learning

Learners must be able to describe how play can be organised and the potential advantages and disadvantages of each style.

- Adult-led play:
  - adults plan, organise and lead the children in a play activity
  - potential benefits – can include higher-risk activities where children can learn specific skills and how to use resources and equipment safely, the adult can introduce new vocabulary
  - potential disadvantages – learning is limited by the adult's choice of activity and time given to it, limited repetition of the activity to enhance learning new skills.
- Adult-initiated play:
  - adult puts out resources and toys that prompt children to play in a certain way
  - potential benefits – encourages children to try playing in new ways and develop new skills, more effective for promoting independent learning skills
  - potential disadvantages – children may not learn expected skill or concept.
- Child-initiated play:
  - children choose resources and how to play with them
  - potential benefits – children can develop their own ideas more freely, increased opportunities for the development of social skills
  - potential disadvantages – a child may focus on one area of learning or development repeatedly, ignoring others, learning may be limited without an adult to expand on learning opportunities.

B7 The role of adults in promoting learning through play

- Organise a variety of activities:
  - inside/outside activities
  - individual/group activities, including games
  - sensory activities, art and craft activities, games.
- Explaining and demonstrating how equipment and resources work.
- Adapting activities to suit personal interests.
- Choosing equipment and resources that motivate children to engage – promote exploring, encourage questioning, set challenges, allow sufficient time for activities.
- Modelling communication – use of language.
- Joining in with play activities – promoting sharing, facilitating turn-taking and sharing equipment and resources.
- Awareness of health and safety – toys and resources are age appropriate, adult supervision.

B8 Planning play opportunities for children

Learners will need to know how to plan activities for all of the following age groups:

- 0–18 months.
- 18 months–3 years.
- 3–5 years.
- Considerations for planning activities to include:
  - age appropriateness
  - learning outcomes – what the children will learn, how the activity will support their development
  - number of children, number of adults required to support activity safely
  - resources/equipment required
  - health and safety
  - role of adult
  - how play is organised:
    - adult led
    - adult initiated
    - child initiated
    - benefits and disadvantages of each.

Suggestions for delivery

Successful delivery of this component will allow learners to develop their knowledge and understanding of children's play opportunities, and the importance of play in helping children to learn. It is intended that learning outcome B is delivered in a practical manner, with learners having access to resources to be able to create or take part in the activities in the teaching content. It may be beneficial for learners to make supervised visits to a setting so that they can observe children at play and the role of adult practitioners in supporting children's play. To enable learners to have the experience of planning and organising activities, play with children and observe for learning opportunities, they could organise activities in their educational establishment or with local children's centres and early years settings. Alternatively, practitioners could come to the setting for question and answer sessions or learners could observe video clips of children playing in early years settings.

You can deliver this component alongside Components 1 and 3 but assignments will focus on each learning outcome.

Assignments

Pearson sets the assignments for the assessment of this component.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will demonstrate their knowledge and understanding of how a child of a given age plays.
- In response to Task 2, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.
- In response to Task 3, learners will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.

The assignment will take approximately 6 supervised hours to complete.

The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be made available in September and then January of each academic year through the secure area of the website. Learners must use the Pearson-set Assignment to provide the required evidence to achieve this component.

A sample assignment is provided on the website.

Assessing the assignment

You will make assessment decisions for each assignment using the marking grid given below. Before making assessment decisions, you should refer to the guidance on using the marking grid provided in *Section 5: Non-exam internal assessment*. A glossary of terms used in the marking grids is provided in *Appendix 1*.

For further information on using and assessing through assignments, see *Section 5: Non-exam internal assessment*.

Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1: Stages and types of play **Learning outcome A: Understand how children play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of stages and types of children's play. Evidenced through: • a **superficial** account of the stages of children's play which **has little relevance** to the given age • a **superficial** account of the selected play experiences which **has little relevance** to the stated type/s of play • **simplistic** reasons why selected play experiences are appropriate with **little accuracy in the links** to the given age and stage of development.	**Adequate** knowledge and understanding of stages and types of children's play. Evidenced through: • a **partially detailed** account of the stages of children's play which is **partially relevant** to the given age • a **partially detailed** account of the selected play experiences which are **partially relevant** to the stated type/s of play • **partially developed** reasons why selected play experiences are appropriate with **partially accurate links** to the given age and stage of development.	**Good** knowledge and understanding of stages and types of children's play. Evidenced through: • a **mostly detailed** account of the stages of children's play which is **mostly relevant** to the given age • a **mostly detailed** account of the selected play experiences which are **mostly relevant** to the stated type/s of play • **mostly developed** reasons why selected play experiences are appropriate with **mostly accurate links** to the given age and stage of development.	**Comprehensive** knowledge and understanding of stages and types of children's play. Evidenced through: • a **fully detailed** account of the stages of children's play which is **fully relevant** to the given age • a **fully detailed** account of the selected play experiences which are **fully relevant** to the stated type/s of play • **well-developed** reasons why selected play experiences are appropriate with **fully accurate links** to the given age and stage of development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning a play activity for a single child (Activity 1, parts 1–6) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **superficial** learning outcomes that include only **vague** information on what the child will learn. Outcomes **have little relevance** to the given age of the child • a **superficial** account of the resources needed to support the activity in the given environment. Resources **have little relevance** to the given age of the child • a **superficial** description of activity that includes **few details** of preparation, health and safety implementation and tidying away of the activity**.**	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **partially detailed** learning outcomes that include **partially clear** information on what the child will learn. Outcomes are **partially relevant** to the given age of the child • a **partially detailed** account of the resources needed to support the activity in the given environment. Resources are **partially relevant** to the given age of the child • a **partially detailed** description of the activity that includes **some details** of preparation, health and safety, implementation and tidying away of the activity**.**	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **mostly detailed** learning outcomes that include **mostly clear** information on what the child will learn. Outcomes are **mostly relevant** to the given age of the child • a **mostly detailed** account of the resources needed to support the activity in the given environment. Resources are **mostly relevant** to the given age of the child • a **mostly detailed** description of activity that includes **most details** of preparation, health and safety implementation and tidying away of the activity.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **fully detailed** learning outcomes that include **clear** information on what the child will learn. Outcomes are **fully relevant** to the given age of the child • a **fully detailed** account of the resources needed to support the activity in the given environment. Resources are **fully relevant** to the given age of the child • a **fully detailed** description of activity that includes **details** of preparation, health and safety, implementation and tidying away of the activity.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Planning a Play Activity for a Single Child (Activity 1, parts 7–10) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **superficial** account of how the activity will support the child's overall development in the specified area • a **superficial** account of what the adult will do in the activity and how the adult's actions support the child's development. **Limited** judgement of how the activity promotes learning and development. Evidenced through: • a **simplistic** justification of the choice of activity • a **narrow range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **partially detailed** account of how the activity will support the child's overall development in the specified area • a **partially detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Adequate** judgement of how the activity promotes learning and development. Evidenced through: • a **partially developed** justification of the choice of activity • a **reasonable range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **mostly detailed** account of how the activity will support the child's overall development in the specified area • a **mostly detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Good** judgement of how the activity promotes learning and development. Evidenced through: • a **mostly developed** justification of the choice of activity • a **range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **fully detailed** account of how the activity will support the child's overall development in the specified area • a **fully detailed** account of what the adult will do in the activity and how the adult's actions support the child's development. **Comprehensive** judgement of how the activity promotes learning and development. Evidenced through: • a **well-developed** justification of the choice of activity • a **wide range** of relevant benefits and disadvantages of how the play is organised in this activity.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2, parts 1–6) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1– 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **superficial** learning outcomes that include only **vague** information on what the children will learn. Outcomes **have little relevance** to the given age of the children • a **superficial** account of the resources needed to support the activity in the given environment. Resources **have little relevance** to the given age of the children • a **superficial** description of activity that includes **few details** of preparation, health and safety implementation and tidying away of the activity and which does **not follow a logical order.**	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **partially detailed** learning outcomes that include **partially clear** information on what the children will learn. Outcomes are **partially relevant** to the given age of the children • a **partially detailed** account of the resources needed to support the activity in the given environment. Resources are **partially relevant** to the given age of the children • a **partially detailed** description of the activity that includes **some details** of preparation, health and safety, implementation and tidying away of the activity and **some aspects are in a logical order.**	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **mostly detailed** learning outcomes that include **mostly clear** information on what the children will learn. Outcomes are **mostly relevant** to the given age of the children • a **mostly detailed** account of the resources needed to support the activity in the given environment. Resources are **mostly relevant** to the given age of the children • a **mostly detailed** description of activity that includes **most details** of preparation, health and safety implementation and tidying away of the activity and which follows a **mostly logical order**.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • **fully detailed** learning outcomes that include **clear** information on what the children will learn. Outcomes are **fully relevant** to the given age of the children • a **fully detailed** account of the resources needed to support the activity in the given environment. Resources are **fully relevant** to the given age of the children • a **fully detailed** description of activity that includes **details** of preparation, health and safety, implementation and tidying away of the activity and which follows a **fully logical order**.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2, parts 7–10) **Learning outcome B: Understand how children's learning can be supported through play**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **superficial** account of how the activity will support the children's development in the specified area • a **superficial** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Adequate** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **partially detailed** account of how the activity will support the children's development in the specified area • a **partially detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Good** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **mostly detailed** account of how the activity will support the children's development in the specified area • a **mostly detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.	**Comprehensive** application of knowledge and understanding to selecting and planning the activity. Evidenced through: • a **fully detailed** account of how the activity will support the children's development in the specified area • a **fully detailed** account of what the adult will do in the activity and how the adult's actions will support the children's development.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3: Planning a play activity for a group of children (Activity 2) *continued* **Learning outcome B: Understand how children's learning can be supported through play**				
No rewardable material	**Limited** judgement of how the activity promotes learning and development. Evidenced through: • a **simplistic** justification of the choice of activity supported by **little logical reasoning** • a **narrow range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Adequate** judgement of how the activity promotes learning and development. Evidenced through: • a **partially developed** justification of the choice of activity supported by **partially logical reasoning** • a **reasonable range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Good** judgement of how the activity promotes learning and development. Evidenced through: • a **mostly developed** justification of the choice of activity supported by **mostly logical reasoning** • a **range** of relevant benefits and disadvantages of how the play is organised in this activity.	**Comprehensive** judgement of how the activity promotes learning and development. Evidenced through: • a **well-developed** justification of the choice of activity supported by **logical reasoning** • a **wide range** of relevant benefits and disadvantages of how the play is organised in this activity.

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

Resource requirements

For this component, to be able to participate in activities learners must have access to appropriate materials and resources.

Learners would benefit from looking at videos and clips of children playing.

Component 3: Supporting Children to Play, Learn and Develop

Levels: 1/2
Assessment type: External synoptic
Guided learning hours: 48

Component in brief

Learners will investigate how a child learns and develops and how to adapt activities to support the inclusion of all children in play.

Introduction

Every child is special and unique and will develop skills and knowledge at different rates. Some children are affected by individual needs or circumstances, which can affect how they learn and develop compared to their peers.

This component will develop your knowledge and understanding of the individual needs that can have an impact on a child's learning and development. You will learn about the physical, cognitive/intellectual, communication and language, and social and emotional needs that children may experience. You will also investigate the role of the adult in making sure that all children are safe when engaging in play activities. You will investigate how activities can be adapted to ensure all children can join in with play and promote their learning and development.

This component is assessed synoptically and will enable you to select and integrate knowledge, understanding and practices from across your qualification. The component will help you to understand how to work with and plan activities for children with individual needs. It will also help you to progress to Level 2 or Level 3 vocational and academic qualifications.

Summary of assessment

This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2, and includes synoptic assessment. Learners will complete activities related to children's play, learning and development and will plan how to support children with individual needs.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. First assessment is January/February 2024.

Sample assessment materials will be available to help centres prepare learners for assessment.

Assessment objectives

AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments

AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development

AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion

AO4 Making connections between areas of development, children's individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion

Essential content

A Investigate individual needs that may impact on play, learning and development

Learners will understand how the following individual needs can impact on a child's play, learning and development.

A1 Individual needs

- Physical needs:
  - a child with a sensory impairment; visual or hearing impairment
  - a child who has delayed gross motor skills
  - a child who has delayed fine motor skills
  - a child who uses a wheelchair or walking frame to move around
  - a child who has a long-term health or physical condition which restricts their physical activity or movement.
- Cognitive/intellectual needs:
  - learning disability
  - poor concentration levels
  - memory issues
  - difficulties in problem solving
  - a child who has delayed literacy skills.
- Communication and language needs:
  - English as an additional language
  - a child who is learning more than one language
  - a child who has language or communication delay.
- Social and emotional needs:
  - limited interaction with adults
  - poor awareness of social norms and values
  - difficulty forming bonds with adults
  - limited experience of play
  - difficulty forming friendships with other children
  - disruptive behaviour
  - a child experiencing a transition:
    - starting care/educational providers
    - moving between care/educational providers
    - birth of new sibling
    - change in family structure
    - moving house.

A2 Know how individual needs may impact on play, learning and development

- All areas of development are interlinked and affect each other:
  - the impact of not meeting expected milestones in one area of development on the other areas of development.

- Physical learning and development:
  - unable to access learning activities set up at different levels in the room
  - unable to grasp small objects or manipulate materials in a constructive way
  - may tire easily and not be able to sustain involvement in activities
  - may be unable to move around the play areas and activities.
- Cognitive and intellectual learning and development:
  - may not be able to understand rules in play
  - may not be able to sustain attention in activities
  - may impact on problem solving, mathematics
  - may become overwhelmed by choice.
- Communication and language learning and development:
  - difficulties communicating preferences and choices
  - play with others may be limited
  - may lack confidence
  - may not to be able to build friendships or share.
- Social and emotional learning and development:
  - may find co-operative play difficult
  - poor emotional resilience
  - may isolate themselves or be isolated by others
  - may find it difficult to join in group activities
  - may have limited expression of thoughts and feelings
  - may find it difficult building positive relationships with adults
  - may find it difficult to cope with change/routines/new situations
  - low self-esteem.

B Create safe environments to support play, learning and development in children aged 0–5 years

Learners will consider how the environment can be adapted to safely meet the individual needs of children who require support to play, learn and develop. Learners will consider safety issues in the home, in community settings and in early years settings. They will need to consider adaptations that can be made for the following age groups:

- 0–18 months
- 18 months–3 years
- 3–5 years.

B1 Ensure all children are safe

- Manage risks and hazards of environments and activities:
  - consider the risks – likelihood of an environment, activity and/or resources causing harm
  - consider the hazards – potential for an environment, activity and/or resource to cause harm
  - risk assessments for activities – both indoors and outdoors
  - positive risk taking – balancing the potential risk of harm against the benefit of children participating in activities; the benefits of children exploring/experimenting in a safe but challenging environment

  - raising age-appropriate awareness of personal safety when in public areas
  - teaching children to use resources safely
  - choosing age- and stage-appropriate resources
  - being aware of choking hazards for under 3-year-olds
  - knowing about safety labelling of resources, including the BSI Kitemark, age-advice symbol, the Lion Mark and the CE mark, including why it is important to check this before using equipment or resources
  - planning the adult to child ratio relevant to age, to carry out the activity safely.
- Teach children how to use internet-enabled technology safely (including computers and tablets, smart technology, wearable technology, toys with voice recognition, app-enabled toys):
  - how to be safe online – setting up parental controls to prevent sharing of personal information and befriending strangers
  - controls put in place by adults, including limiting time spent online, blocks on in-app purchases
  - talking to the child about internet safety
  - recognising and reporting age-inappropriate content.

B2 Health and safety considerations for inside environments for children with individual needs

- Width of doorways, corridors.
- Layout of furniture.
- Types of flooring and floor coverings in the space, considering potential trip hazards.
- How resources can be organised to enable children to find things easily.
- Continuity of use of specific areas for play activities and routines.
- Selecting appropriate resources to ensure safety, linked to the ability of the child.
- Monitoring activities to ensure safety is being maintained.

B3 Health and safety considerations for outside environments for children with individual needs

- Appropriate clothing.
- Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs.
- Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces.
- Choice of outdoor play resources, taking into consideration individual needs.
- Choosing quiet or noisy play spaces.
- Having equipment and resources at different levels.
- Use of signs, symbols and maps as visual aids.
- Consideration of weather implications.

C Adapt play to promote inclusive learning and development

Learners will know how to adapt activities for children with individual needs to promote their learning and development.

- Learners will understand how to adapt the activities for the following types of play:
  - locomotor play
  - creative play
  - sensory play
  - imaginative play
  - symbolic play
  - technological/investigative play
  - construction play.
- For each of the following age groups:
  - 0–18 months.
  - 18 months–3 years.
  - 3–5 years.

C1 The benefits of adapting activities for all children in play, learning and development

- Recognition that every child has a right to learn.
- Promotes five areas of development for all children.
- The role of the adult:
  - to select and implement how play is organised to meet appropriate individual needs; adult-led play, adult-initiated play or child-led play
  - to role model appropriate behaviours and responses
  - to support children's play – being available but not intrusive
  - offer new ideas and resources or alternatives to enable accessibility for the encouragement and stimulation of play
  - ensure that all play is suitable for the children's age, needs and abilities.
  - promote inclusion; ensure all children can join in organised activities
  - give children a choice when planning and choosing activities
  - respond positively to desired behaviours in children, using praise and rewards
  - recognise and respond when children are becoming bored, losing concentration, finding activities too difficult.
- The benefits to other children of playing with children who have additional needs:
  - learn how to include others in their games and activities
  - promotes positive behaviours, improves social skills; sharing of resources, turn-taking
  - they become more responsive to the needs of others
  - they recognise different communication methods
  - they become more patient and develop tolerance with others.

C2 Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)

- Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels.
- Select appropriate resources for children with fine motor skills delay.
- Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame.
- Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers.
- Adjust the level of difficulty of activities and resources to suit the child's needs.
- Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures.
- Keep resources in the same place so a child with visual impairment knows where they are.
- Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you.
- Adapt technological/digital resources to suit the child's individual needs.

C3 Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)

- Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas.
- Shorten activities to suit concentration span.
- Break activities into shorter steps.
- Repeat activities to promote learning and memory.
- Adults can demonstrate activities.
- Modify resources, reduce number of parts, use specific colours.
- Limit the number of materials available to avoid overwhelming the child.
- Use technological/digital resources.
- Keep equipment and resources in the same place, to aid memory and/or provide consistency.

C4 Adapting activities to support a child with communication or language needs (ensuring age appropriateness)

- Use group activities to promote social inclusion, which encourages friendships with other children, and build bonds and trust with adults.
- Praise children when they attempt to communicate, to build their confidence.
- Make instructions short and clear, so children can understand them easier.
- Adults can demonstrate activities, so children can learn without needing language.
- Reduce the complexity of own language, so children can understand.
- Repeat activities, so children become familiar with the vocabulary used in them.

- Use alternative communication:
  - Picture Exchange Communication System® (PECS) – starting with simple words, building to sentence structures
  - Makaton – signs and symbols to support speech.
- Use non-verbal communication to encourage responses from children.
- Use songs and nursery rhymes with actions to promote identification of words.
- Label equipment – use picture cards to encourage independence and choice.
- Display routines and activities as pictures.

C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)

- Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable.
- Provide a structured approach throughout daily activities.
- Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety.
- Maintain engagement of the child by filling tidying-up periods with short activities.
- Set out activities that focus on a child's areas of interest.
- Choose books and games that include any issues that may be worrying the child.
- Promote choice and control by providing a range of materials and resources the child can select from in activities.
- Use activities which can encourage expression of thoughts, feelings and ideas.
- Provide opportunities for social norms and values to be demonstrated and praised through children and adults' role modelling.
- Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking.

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Links to other components

The table below illustrates how knowledge, understanding and practices from components across this qualification could be integrated to the delivery of this component. The practices support learners in making a synoptic response.

Component	Material from the component that learners could select and integrate in their synoptic assessment response to Component 3
Component 1: Children's Growth and Development Learning outcome A: Understand the principles of growth and development Learning outcome B: Understand how factors impact on children's overall development	When investigating individual circumstances that can impact on a child's learning and development, learners can draw on their knowledge of: • how children grow and develop • the expected physical development that children aged from birth to five years old experience, including fine and gross motor skills development. When demonstrating their awareness of how individual circumstances may affect learning and development, learners can draw on their knowledge of the following: • the cognitive and intellectual development that children aged from birth to five years old experience, including gaining language across the years and how they develop memory and problem-solving skills • the social intellectual development that children aged from birth to five years old experience, including the importance of relationships and positive attachments • the emotional development that children aged from birth to five years old experience, including how children develop emotional resilience. When applying knowledge and understanding of how to adapt activities so all children can learn and develop, learners can draw on their knowledge of: • the physical, environmental and socioeconomic factors that can have an impact on a child's growth and development from birth to five years old.

Component	**Material from the component that learners could select and integrate in their synoptic assessment response to Component 3**
Component 2: Learning Through Play Learning outcome A: Understand how children play Learning outcome B: Understand how children's learning can be supported through play	When planning activities and how to adapt them, learners can draw on their knowledge of: • the different stages of play that children experience as they develop from birth to five years old • the benefits and disadvantages of the various ways of organising play opportunities for children to promote learning • the responsibility of the adult who organises play activities to have an awareness of health and safety considerations, the learning opportunities that play activities provide and the impact that their interaction has on the child to learn through play • how children learn through play to promote the different areas of development • the different resources that can be selected to promote play and learning across the different areas of development.

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Key terms typically used in assessment

The following table shows the key terms that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary applied knowledge and understanding.

Please note: the list below will not necessarily be used in every paper and is provided for guidance only.

Key words/Command verb	Definition
Assess	Give careful consideration to the factors or events that apply and identify which are the most important or relevant. Make a judgement on the importance of something, and come to a conclusion where needed.
Complete	Fill in the missing information in a table.
Discuss	Consider the different aspects in detail of an issue, situation, problem or argument and how they interrelate.
Evaluate	Consider various aspects of a subject's qualities in relation to its context such as: strengths and weaknesses, advantages and disadvantages, pros and cons. Come to a judgment supported by evidence which will often be in the form of a conclusion.
Explain	Present one point that identifies a reason, way, benefit, or importance etc and a second point that justifies/explains the first point.
Give	Provide a response, i.e. feature, characteristic or use of.
Identify	Select the correct answer from the given context.
Match	Learners match between two sets of options.
State	Recall from memory facts, terms, processes, legal implications etc. or provide the correct answer to the given context
Which	Learners identify which option is correct from the given options.

4 Planning your programme

Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

What level of sector knowledge is needed to teach this qualification?

We do not set any requirements for teachers but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme that will prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualifications. For some components, specific resources are required; please refer to individual components.

How does this qualification contribute to Key Stage 4 learning?

This qualification gives learners opportunities to apply learning from GCSE English to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of growth and development in children, ways that adults support children to play and learn, and how to adapt play opportunities to support all children to learn and develop.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. For vocational teaching to be effective, it is important that teaching and learning are contextualised to the relevant sector. Therefore, we have provided delivery guidance for each component and other resources, such as Schemes of Work, to help you build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example empathy and understanding of young children, as well as the more general skills needed in work that fits well with project-based learning, for example teamwork and independent learning.

5 Non-exam internal assessment

Pearson-set Assignments

In this qualification, there are two non-exam internally-assessed components, which will be assessed through Pearson-set Assignments.

These assignments are set by Pearson and are summative assessments, which means they are distinct periods of assessment that are separate from the practice, exploration activities and formative assessments that have been used during the learning period. It is important that you explain to learners that these assignments are being used to formally assess their performance against the learning outcomes.

Each Pearson-set Assignment will:

- provide a vocational context to engage learners and to set the scene for the tasks to be completed across all the learning outcomes. In some instances, you can adapt the context to make it more relevant to your learners; the guidance provided within each assignment will clearly state whether there are opportunities to contextualise
- give learners clear tasks with the associated marks and the approximate time to complete each task
- give clear structures for evidence and specify the form(s) of evidence that learners should produce
- ensure that learners are drawing on the specified range of teaching content
- allow learners to select and apply their learning using appropriate self-management of tasks if a component contains synoptic assessment.

For each component, new Pearson-set Assignments are released twice a year through the secure area of our website. Release dates will vary by sector; please refer to individual components for the annual release date of the assignments. Each Pearson-set Assignment will be clearly marked with the assessment series and academic year of release; you must ensure that you are using the current series' assignment to assess your learners.

Each Pearson-set Assignment is to be issued to learners with a defined start date and completion date set by the centre and clear requirements for the evidence that they need to provide. You will need to give learners a guide that explains how these assignments are used for assessment, how they relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

All Pearson-set Assignments must be completed under supervised conditions; please refer to the guidance in the Pearson-set Assignment for individual components for any supervision requirements specific to each assignment.

Sample Pearson-set Assignments for internal components

Each non-exam internally-assessed component has a sample Pearson-set Assignment that accompanies this specification. This sample assignment is an example of what the assessment will look like in terms of the feel and level of demand of the assessment.

The sample assignment shows the nature of the tasks that may appear in the live Pearson-set Assignments and will give you a good indication of how the assessments will be structured. While the sample Pearson-set Assignment can be used for practice with learners, as with any assessment the content covered and specific details of the tasks may vary in each live Pearson-set Assignment, however, the marking grids will remain unchanged.

The sample Pearson-set Assignment can be downloaded from our website. This is for you to use and mark as you wish. Pearson does not mark sample Pearson-set Assignments.

Marking Pearson-set Assignments

Live Pearson-set Assignments are marked by the centre and will be moderated by a moderator appointed by Pearson. Centres are responsible for appointing someone to act as the assessor. This may be you (the teacher who has delivered the programme) or another teacher from the subject team.

Learners' evidence for a Pearson-set Assignment must be marked using the marking grid for that particular component. Each learner's marks are to be recorded on an Assessment Record Sheet (or centre devised documentation) and authenticated by the learner and Assessor. The Assessment Record Sheet is also required to be submitted with the learner's work for moderation.

The marking grid has four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band for each task. The descriptors for each band are written to reflect the marks at the top of the mark band; the descriptors should be read and applied as a whole.

Using a 'best fit approach' to marking the assignments

In applying the marking grid, you are required to first make a holistic judgement about which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the learner's expected performance in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that band, as long as it meets more of the characteristics of that mark band than of any other.

After placing the learner's response within a mark band, you should then make a more refined judgement as to whether the learner's response is towards the higher or the lower end of the range for that band and allocate a final mark accordingly within the marks available in that band.

Further guidance on deciding a final mark

The award of marks must be directly related to the descriptors in a mark band. You should be prepared to use the full range of marks available. When deciding upon a final mark, you should take into account how well the learner's response meets the requirements of the descriptor in that mark band.

- If the learner's response meets the requirements of the descriptor fully, you should be prepared to award full marks within the mark band. The top mark in the band is used for a learner's response that is as good as can realistically be expected in that band.
- If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), you should consider awarding marks at the bottom of the mark band. The bottom mark in the band is used for a learner's response that is the weakest that can be expected in that mark band.
- The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are barely met.
- Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Authenticity of learner work

You must ensure that learner evidence is authentic by supervising them during the assessment period according to the requirements of each internally-assessed component. You must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, as learners must work independently.

You must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

You must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- you understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, if you suspect that some or all of the evidence from a learner is not authentic, you must take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9: Administrative arrangements*.

Resubmission of evidence and retakes

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity for learners to improve evidence and resubmit for internal assessment within 15 days. Internal assessment should be conducted in time to allow for this resubmission window prior to moderation should it be needed.

Feedback to learners can only be given in order to clarify areas where they have not achieved expected levels of performance. Learners cannot receive any specific guidance or instruction about how to improve work to meet mark bands, or be given solutions to questions or problems in the tasks.

Following submission of marks for moderation, there is no further opportunity to resubmit improved evidence based on the same completed assignment. Learners may be offered a single retake opportunity in a later assessment series using the new Pearson-set Assignment released for that series. Retakes must be completed prior to or in the same series as the externally assessed component to meet terminal assessment requirements.

For further information on offering resubmission of evidence and retake opportunities, giving feedback, conditions for supervision and planning, and record-keeping requirements, you should refer to the centre guidance for internal assessment for BTEC Tech Awards, available on our website. All members of the assessment team need to refer to this document.

Internal standardisation

If there are a number of staff acting as assessors for this qualification, prior to internal assessment, you must carry out internal standardisation to make sure all learners' work is assessed consistently to the required standard.

If you are the only assessor in your centre for this qualification, it is still advisable to make sure your assessment decisions are internally standardised by someone else in your centre. This could be someone who has experience of the nature of this qualification or relevant subject knowledge.

Pearson will supply standardisation materials giving assessors the opportunity to discuss standardised learner work, assessment and administration.

Marking should be applied consistently as adjustments made through moderation can affect the whole cohort. Effective internal standardisation ensures that the work of all learners at the centre is marked to the same standard. It may not be possible for moderation to take place if effective internal standardisation has not been carried out.

You are not required to submit evidence of internal standardisation of assessment decisions to the moderator, but it must be retained in the centre should Pearson request it, or where there is a disagreement with the marking.

If it appears to the Pearson moderator that internal standardisation has not been carried out, they may discontinue the moderation process. The centre will then be required to remark all learners' work and carry out internal standardisation; another moderation activity will then be scheduled at the centre's expense. Submission of marks will be considered as confirmation that internal standardisation has taken place.

Moderation

The purpose of external moderation is to ensure that the standard of marking is the same for each centre and across different assessors within a centre.

There are two annual moderation windows, December/January and May/June; the first moderation window for this qualification is December/January 2023.

Centres must ensure that they plan their assessment so that they can make the necessary entries and submit marks to meet the moderation deadlines. More details are provided in the *Administrative Support Guide*.

6 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to learners' use of equipment.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual components to check for any specific resources required.

Continuing quality assurance

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Tech Award qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors who are trained to undertake assessment
- assessment moderation, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that the synoptic component is placed appropriately in the delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

7 External assessment

Role of external assessment for the BTEC Tech Award suite

The externally-assessed component in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. External assessment is taken under supervised conditions. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

Timing of external assessment

External assessments for this qualification are available twice a year in January/February and May/June. First assessment is January/February 2024. Learners are permitted to have one resit of an external assessment prior to certification by taking a new assessment.

As this is the terminal assessment for the qualification, learners can only use the external assessment results achieved in the same assessment series in which they are requesting certification for the qualification. Centres should ensure that certification is not requested for any learners who intend to resit the external assessment until the resit is completed as it is the first assessment used for certification that will inform performance table points.

Sample assessment materials

Each externally-assessed component has a set of SAMs that accompanies this specification. SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

Conduct of external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define the degree of control for assessments for BTEC qualifications in this specification as:

- **high control**
  this is the completion of assessment in formal invigilated examination conditions.

Further information on responsibilities for conducting external assessment is given in the document I*nstructions for Conducting External Assessments (ICEA)*, available on our website, qualifications.pearson.com (search for *ICEA*).

Pearson marking

Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

8 Final grading and awarding

Awarding and reporting for the qualification

The BTEC Tech Award qualifications will be graded and certificated on a seven-grade scale from Level 2 Distinction* to Level 1 Pass. Individual components will be graded on a six-point scale from Level 2 Distinction to Level 1 Pass. Individual component results will be reported.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated.

Grade boundaries will be set for each component in the series in which it is offered through a process known as awarding. Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity.

Learners' raw component marks will be converted to a Uniform Mark Scale (UMS). The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. (Further details of the UMS are provided below in the section 'Calculation of a Qualification Grade'.)

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve an outcome for all three components and achieve the minimum number of uniform marks at a qualification grade threshold.

Unclassified is considered an outcome for the purposes of aggregating a final award.

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the qualification claim is made.

In order to meet the terminal rule requirement, a learner must take the external assessment, Component 3 in their final series, i.e. the one in which a final award is claimed. If resitting, any prior attempts of Component 3 will not be used towards the learner's qualification grade, even if the result from the earlier attempt is higher.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the three components. A higher performance in some components may be balanced by a lower outcome in others.

The UMS is used to convert learners' component 'raw' marks into uniform marks. This is done in order to standardise marks from one series to another. For example, a learner who just achieves a Level 2 Pass in an internal component one series will receive the same uniform mark as a learner achieving that same component grade the following series, regardless of their raw marks.

The minimum uniform marks required for each grade for each component

Components 1 and 2

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 90	72	63	54	45	36	27

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–26.

Component 3

Component Grade	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 120	96	84	72	60	48	36

Learners who do not achieve the standard required for a Level 1 Pass will receive a uniform mark in the range 0–35.

Qualification level results: the minimum uniform marks required for each grade

Qualification Grade	L2D*	L2D	L2M	L2P	L1D	L1M	L1P
Maximum UMS = 300	270	240	210	180	150	120	90

Learners who do not achieve the standard required for a Level 1 Pass grade will receive a uniform mark in the range 0–89.

The Level 2 Distinction* grade at qualification level will be awarded only if a learner has achieved a Level 2 Distinction in each component and the minimum number of uniform marks for the Level 2 Distinction* at qualification level.

Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our Information Manual available on our website: qualifications.pearson.com (search for key dates).

9 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Programme Leads, Assessors and Examinations Officers.

Learner registration and entry

Learners must be registered in line with the *Information Manual* (by 1 November). Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for internal and external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certification are issued on time to allow learners to access their chosen progression opportunities.

Our equity, diversity and inclusion policy requires all learners to have equitable opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

The Pearson *Equity, Diversity and Inclusion in Pearson Qualifications and Related Services Policy* is on our website.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, marks awarded and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments for assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed components.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a component, or omit the application of any part of a mark scheme to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Programme Lead or other member of the programme team. Sufficient time should be allowed for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our *Internal Assessment in Vocational Qualifications: Reviews and Appeals Policy* document.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment prior to certification where necessary, however please note the terminal rule for the external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs or timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any component/unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals* booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Centre Guide for BTEC Moderation*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - *JCQ Adjustments for Candidates with Disabilities and Learning Difficulties, Access Arrangements and Reasonable Adjustments*
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive; a full list of our regulatory policies can be found on our website.

10 Resources and support

Our aim is to give you support to enable you to deliver the BTEC Tech Award suite with confidence. You will find resources to support teaching and learning and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Work

The free Schemes of Work give suggestions and ideas on how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

Course planner

This gives a high-level overview of how to plan teaching term by term over one or two years.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- learner textbooks in ebook and print formats
- teacher support, including slides, interactive activities and videos, via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

Sample Pearson-set Assignments for non-exam internally-assessed components

Sample Pearson-set Assignments are available for the non-exam internally-assessed components and can be downloaded from the Pearson Qualifications website.

Training and support from Pearson

People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Lead Standards Verifiers – they can support you in preparing for the moderation activity.
- Subject Advisors – they are available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.
- Pearson Quality Advisors – they can support with all quality assurance related aspects of your programme.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment, quality assurance and administration of BTEC Tech Awards. These sector-specific events, developed and delivered by specialists, are available both face-to-face and online.

Appendix 1

Glossary of terms used for internally-assessed components

This is a summary of the key terms that may be used to define the requirements in the components.

Term	Definition
Account	Description of particular events or situations.
Accurate	Produce work competently, fit for purpose and correctly without significant error.
Accurately	Act or perform with care and precision; correctly within acceptable limits from a standard.
Adequate	The work is acceptable in most areas, but with some gaps or inconsistencies.
All	All relevant content for a specific area, as described in the component.
Analyse/Analysis	Separate information into components and identify characteristics, typically in order to interpret.
Applied	Put to practical use.
Appropriate	Relevant and considered in relation to the purpose/task/context. Select and use skills/knowledge in ways that reflect the aim.
Argument	Propositions supported by evidence.
Balanced	All factors have been considered in equal detail.
Basic	The work comprises the minimum required and provides the base or starting point from which to develop. Includes just the core elements or features without elaboration/examples/details.
Brief/Briefly	Accurate and to the point but lacking detail/contextualisation/examples.
Clear/ly	Easy to perceive and unambiguous.
Coherent	Logically consistent.
Communicate	Make known, transfer information, convey ideas to others.
Compare/ Comparison	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
Competent	Showing the necessary ability, knowledge, or skill to do something successfully.
Complete	Include the required information.

Term	Definition
Comprehensive	The work is well developed and thorough, covering all pertinent aspects/information to evidence understanding in terms of both breadth and depth. All elements are considered in equal depth and breadth.
Confident/ce	Exhibit certainty, having command over information/argument, etc. Demonstrate secure application of skills or processes.
Consider/ Consideration	Review and respond to given information.
Considered	Reached after, or carried out with, careful thought.
Consistency	Steps in a process followed repeatedly and as intended.
Creative	Using techniques, equipment and processes to express ideas or feelings in new ways.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Describe/Description	Set out characteristics. Provide clear information that includes the relevant features, elements or facts.
Detailed	Point-by-point consideration of relevant and accurate features, elements and/or facts supported by examples, showing attention to particulars beyond a simple response.
Developed	Consider and expand on all relevant points in detail.
Dexterity/Dextrous	Perform a difficult action quickly and skilfully with the hands or the ability to think quickly and effectively.
Effective	Applies relevant knowledge and understanding and/or skills appropriately to a task and achieves the desired outcome; successful in producing a desired or intended result.
Excellent	Consistently high standard of skill in completing a practical task.
Extensive	Large in range or scope.
Few	A small number or amount, not many but more than one.
Fully	Completely or entirely; to the fullest extent.
Generally	Appropriate in most cases, with a few exceptions.
Generic	Characteristic of or relating to a class or group of things; not specific.
Good	The work gives information and careful consideration about many/several elements of the context, usually point by point, and lines of reasoning are clear, valid, relevant and logical.
Identify/ing/ Identification	Name or otherwise characterise the main features or purpose of something.

Term	Definition
Inaccurate	Work produced incompetently, unfit for purpose with error.
Incomplete	Not fully finished, with one or more parts of a task missing.
In-depth	Covering most, or all, important points of a subject.
Insightful	Showing an accurate and deep understanding.
Insufficient/ly	Lacking adequate evidence.
Interpret	State the meaning, purpose or qualities of something using images, words or other expressions.
Investigate	Carry out research or trial activities to increase understanding of the application of information.
Irrelevant	Inapplicable in the argument.
Judgement	An opinion formed by discerning and comparing.
Justify	Give reasons or evidence to support an opinion or prove something right or reasonable.
Largely	Appropriate on the whole or to a great extent.
Limited	The work is narrow in competence, ability, range or scope, including only a part of the information required to evidence partial, rather than full, knowledge, understanding and/or skills and is often tentative in relation to context.
Linkages	Factor/content relates directly to another area of content/factor.
Little	A very small amount of evidence, or low number of examples, compared with what was expected, is included in the work.
Logical/ly	Reasonable and sensible. Methods or processes followed in a way that shows clear, sound reasoning.
Many	A large number of (less than 'most').
Methodically	Tasks carried out in an orderly and logical manner.
Most/ly	Nearly all of the content which is expected has been included.
Narrow	Limited in terms of range. Only considers a few aspects.
Often	Most of the time with a few exceptions.
Partial/ly	To some extent, but not completely. Some key points are included, but others are missing.
Perceptive	Insightful, showing a deep level of understanding.
Persuasive	Influencing through reasoning.

Term	Definition
Pertinent	Considered and thoughtful approach in relation to the task/activity which demonstrates an astute understanding of contributing factors and/or links.
Precision	Use of accuracy and refinement to a method or process.
Professional	According to industry standards.
Range	The evidence presented is sufficiently varied to give confidence that the knowledge and principles are understood in application as well as in fact.
Realistic	Will work in a real setting.
Reasonable	Fair or moderate.
Reasoned/Reasoning	Justified, to understand and to make judgements based on practical facts.
Refine	Improve initial work, taking feedback into account.
Reflect	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
Relevant	Correctly focused on the activity. Applicable to the situation/context/task.
Review	Consider something formally in order to give an opinion on it based on appropriate evidence or information with the intention of instituting change if necessary.
Secure	Well-practised and confident in ability and skills.
Select	Choose the best or most suitable option related to specific criteria or outcomes.
Sensitivity	Understand and respond to needs and emotions.
Show	Present using practical skills.
Significant	Of a noticeably or measurably large amount or importance.
Simplistic	The work is composed of one part only, without elaboration/examples/details.
Some	A small amount or number of items, several items will be missing, list will be incomplete.
Specific	Relating directly to a particular area or subject.
State	Express something definitely or clearly.
Straightforward	To the point and easy to understand.
Sufficient	Meet the basic needs or requirements of a situation/context but with some limitations.
Suitable	Appropriate for a particular purpose.

Term	Definition
Summarise	Gather together all of the main aspects of a given situation or experience in a condensed format.
Superficial	Lacking depth of knowledge or understanding. Generic response, with no link to the task context.
Supported	Validated with evidence.
Systematically	Follows a method or procedure accurately, logically and in the correct order of process.
Tentative	Uncertain in approach or connection to the task or context.
Thorough	Comprehensive and extremely attentive to accuracy and detail.
Timely	Methods/techniques used when necessary/appropriate.
Unbalanced	All factors have not been considered in equal detail; some are considered in more detail than others.
Unclear	Not obvious or definite; ambiguous.
Unrealistic	Inappropriate to reality and will not work in a real setting.
Unsupported	Not verified or substantiated with evidence.
Well	To a high standard or degree of completion.
Wide range	Includes many relevant details, examples or contexts, thus avoiding a narrow or superficial approach; a broad approach taken to scope/scale; a comprehensive list of examples given.

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